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# The RECOLLECT Project: First Steps in The Scientific Evaluation of Recovery Colleges

HELEN JENNINGS<sup>1</sup>, REBECCA TONEY <sup>2</sup>, MIKE SLADE <sup>2</sup>, PETER BATES <sup>3</sup>, ANNA TAYLOR<sup>4</sup>,  
ADAM CROWTHER<sup>5</sup>

<sup>1</sup> Occupational Therapy, School of Health Sciences, York St. John University, UK

<sup>2</sup> Institute of Mental Health, School of Health Sciences, University of Nottingham, UK

<sup>3</sup> Peter Bates Associates Ltd, Nottingham, UK

<sup>4</sup> King's College London, Institute of Psychiatry, Psychology and Neurosciences, UK

<sup>5</sup> Sussex Partnership NHS Foundation Trust, UK



# Presentation overview

- ▶ Back ground and rationale for RECOLLECT
- ▶ Overview of RECOLLECT methodology
- ▶ Findings to date
- ▶ Coming together: Collaborative relationships



# Back ground and rationale for RECOLLECT





# RECOLLECT: Key information

- ▶ RECOLLECT = Recovery Colleges Characterisation and Testing project
- ▶ Recovery in mental health:
  - ▶ connectedness
  - ▶ hope and optimism
  - ▶ identity
  - ▶ meaning
  - ▶ empowerment

(Leamy et al. 2011)



# What are Recovery Colleges?

- ▶ Offer educational opportunities to people with mental health needs to support their recovery (i.e. developing connectedness, hope and optimism, identity, meaning and empowerment)
- ▶ Seek to do this through:
  - ▶ using co-production, co-facilitation and co-learning
  - ▶ appreciating the importance of lived experience and developing genuine partnerships between students and tutors
  - ▶ adopting a strengths based, person centred approach
  - ▶ a focus on pedagogical principles (in particular transformative learning)

(Perkins et al. 2012, McGregor et al. 2014, Meddings et al. 2015)



# What are Recovery Colleges?

- ▶ Prevalence in England:

- ▶ Estimates prior to RECOLLECT = 28 – 40
- ▶ RECOLLECT identified = 69

(Meddings et al. 2015, Taggart and Kempton 2015)

- ▶ Costs:

- ▶ Approx. £500,000 per annum per college

(Central and North West London NHS Foundation Trust 2015)

- ▶ Approx. £34.5 million national total spend per annum



# Recovery College research to date

- ▶ Despite large uptake and considerable investment, research into effectiveness is in its infancy
- ▶ Some robust evidence to underpin the founding concepts of Recovery Colleges e.g. the value of self-management in improving quality of life  
(Health Foundation 2011)
- ▶ Use of 'return on investment' and descriptive statistics to try and demonstrate impact  
(Rinaldi, Marland and Wybourn 2012)
- ▶ However, evidence to date consists mostly of descriptive, single site case studies and opinion pieces  
(Perkins et al. 2012, Zucchelli and Skinner 2013, Skipper and Page 2015, McGregor et al. 2016)



# The required direction of research

- ▶ Evidence based practice vs. 'belief' based practice
- ▶ "Do Recovery Colleges effectively enable their students to achieve their recovery orientated aims in a cost effective manner?"
- ▶ Need for more methodologically robust evaluation
- ▶ Need for more quantitative evaluation
- ▶ Need for common group rather than single site evaluation



# Rationale for RECOLLECT

- ▶ Considerable variation in how the Recovery College model is being interpreted and delivered, making group evaluation challenging

(McCaig et al. 2014, McGregor et al. 2014)

- ▶ Before we can evaluate a group, we need to be confident we have a homogenous sample e.g. are we looking at a bowl of apples, or a bowl of apples, oranges and bananas?

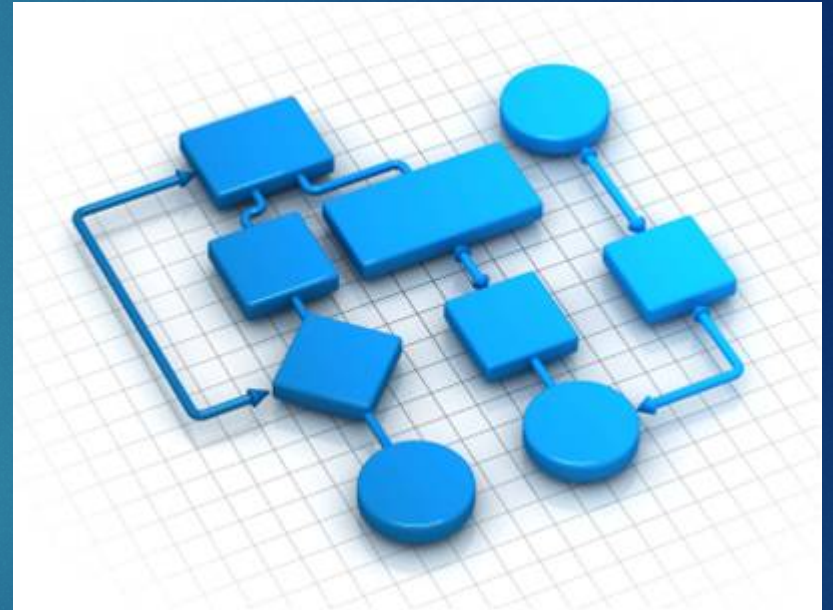
- ▶ RECOLLECT - Pilot project :

- ▶ Development of a fidelity measure
- ▶ Identify the characteristics of Recovery Colleges and how they work

- ▶ Will feed forward into a 5 year RCT investigating effectiveness



# Overview of RECOLLECT methodology





# RECOLLECT methodology overview

- ▶ Research questions:
  - ▶ What are the defining features of a recovery college?
  - ▶ How do recovery colleges work?
- ▶ Epistemology: Critical realist
- ▶ Design includes:
  - ▶ Descriptive exploratory case series
  - ▶ Inductive and deductive qualitative document analysis
  - ▶ Descriptive exploratory consultation with stakeholders
  - ▶ Psychometric evaluation



# RECOLLECT methodology overview

- ▶ Participants:
  - ▶ Students / people with lived experience
  - ▶ Peer trainers
  - ▶ Managers
  - ▶ International stakeholder experts
  - ▶ Commissioners
  - ▶ Community organisations
- ▶ Research methods:
  - ▶ Semi structured interviews
  - ▶ Focus groups
  - ▶ Survey
- ▶ Data analysis:
  - ▶ Framework analysis
  - ▶ Content analysis



RECOLLECT findings  
to date





# Module 1: What are the defining features of a recovery college?

- ▶ Draft fidelity checklist completed (6 dimensions, 5 categories)

• Valuing equality	• Available to all
• Learning	• Location
• Individualised need	• Distinctiveness of course
• Co-production of the RCs	• Strengths-based
• Community focus	• Progressive
• Passion	

- ▶ Dimensions = 3 point descriptive scale for students, peer trainers and managers to rate their college
- ▶ Categories = type 1 or type 2
- ▶ Developed from survey and document analysis



# Module 1: What are the defining features of a recovery college?

- ▶ Feedback on draft fidelity checklist received from RC managers
- ▶ Draft fidelity checklist V2 being currently developed
- ▶ Next steps:
  - ▶ Further consultation with stakeholders to check this for face validity, acceptability and usability
  - ▶ Finalise the fidelity checklist and develop a single respondent quantitative fidelity measure from this
  - ▶ Conduct psychometric evaluation of face validity, discriminant validity, test – retest reliability, internal consistency and floor / ceiling effects via trial in recovery colleges
  - ▶ Refine and finalise fidelity measure for the RCT



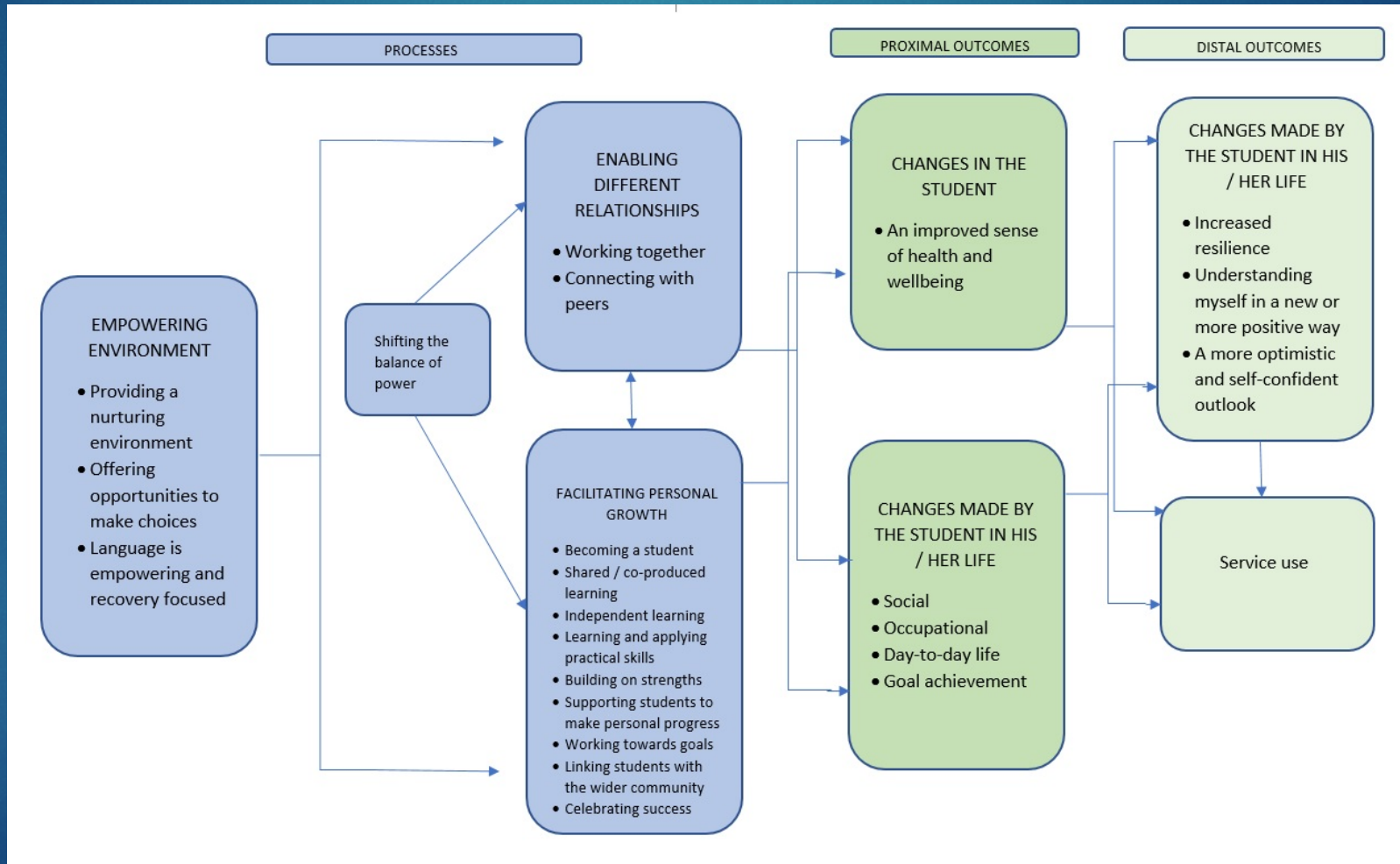
# Module 2: How to recovery colleges work?

- ▶ Stratified ontology where change occurs:
  - ▶ Student level
  - ▶ Staff level (inc. peer trainers and MH professionals)
  - ▶ Organisational level
  - ▶ Societal level
- ▶ Mechanisms of action (processes) and outcomes
  - ▶ What happens in recovery colleges to enable change?
  - ▶ What changes do we see occurring?



# Module 2: How do recovery colleges work?

Model of change V1:  
student level  
(created 05.09.17)





# Module 2: How do recovery colleges work?

Level	Mechanism of action	Outcome
Staff	<ul style="list-style-type: none"><li>• Professional competence</li><li>• Personal commitment</li></ul>	<ul style="list-style-type: none"><li>• Attitudes and beliefs</li><li>• Professional – student relationship</li><li>• Learning</li><li>• Distributed leadership</li><li>• Wellbeing</li></ul>
Organisational	<ul style="list-style-type: none"><li>• Challenging traditional models of mental health care</li><li>• Learning from people with lived experience</li><li>• Shifting the perception and enactment of power relations</li></ul>	<ul style="list-style-type: none"><li>• Culture, attitudes and beliefs</li><li>• Models of care<ul style="list-style-type: none"><li>• Education and recovery</li><li>• New jobs for people with lived experience</li></ul></li></ul>
Societal	<ul style="list-style-type: none"><li>• Family and friends as students</li><li>• Co-production with community organisations</li><li>• Pathways to communities</li></ul>	<ul style="list-style-type: none"><li>• Communities as agents of change</li><li>• Stigma and discrimination</li><li>• Public health</li><li>• Employment</li></ul>



# Coming together: Collaborative relationships





# RECOLLECT: Collaborative relationships

- ▶ Partnership between institutions:
  - ▶ University of Nottingham – Institute of Mental Health (project leader)
  - ▶ South London and Maudsley NHS Foundation Trust
  - ▶ Sussex Partnership NHS Foundation Trust
  - ▶ Leicestershire Partnership NHS Trust
  - ▶ Peter Bates Associates Ltd.
  - ▶ King's College London
  - ▶ York St. John University
- ▶ Partnership within the research team:
  - ▶ Mental health professionals (clinical psychology, OT, counselling)
  - ▶ Academics (Profs, SL, research assistants, Principal Research Fellow, PPI consultant)
  - ▶ People with lived experience as service users and carers



# RECOLLECT: Collaborative relationships

- ▶ Partnership with experts by experience
  - ▶ The Lived Experience Advisory Panel (LEAP)
  - ▶ Collaboration at ALL stages of RECOLLECT
  - ▶ Collaborative data analysis
- ▶ Partnership in publications / presentations
  - ▶ 8 x planned publications
  - ▶ 3 x accepted presentations
  - ▶ Papers = 1 x first author, 4 x co-author
  - ▶ Presentations = 1 x first author, 2 x co-author



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